DOCUMENT RESUME

ED 219 106 JC 820 361

AUTHOR Morse, Ed
TITLE Student Services Planning Model (SSPM).
INSTITUTION Virginia State Dept. of Community Colleges, Richmond.
PUB DATE 82
NOTE 57p.; Funded under Title II of the Vocational Education Amendments of 1976, Public Law 94-482.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Planning; Community Colleges; Diagrams; Flow Charts; Models; Organizational Objectives; *Program Development; Program Evaluation; *Student Personnel Services; Two Year Colleges
IDENTIFIERS *Virginia Community College System

ABSTRACT

This manual describes the Virginia Community College System's strategic and operational planning methodology for student services: the Student Services Planning Model (SSPM). Introductory material outlines the role, philosophy, and objectives of the SSPM; offers guidelines for its use and background to its development; and presents the assumptions underlying the model's application. Then the five-phase SSPM is described and illustrated. The model is shown to operate within a framework created by the general (i.e., social, political, and technological) environment; the operating environment of the broad educational context; and the internal institutional environment. The five phases of the model are seen as: (1) Pre-Planning, which includes the establishment of the basis for the plan; (2) Strategic Planning, which includes a review of mission and services; assessment of needs, issues, and capabilities; development of planning assumptions; specification of goals; and review of policies and procedures; (3) Operational Planning, which encompasses the specification of objectives and activities and the development of resource requirements and budgets; (4) Operation and Management of Services; and (5) Evaluation of Outcomes and the Process. The 18 steps incorporated in these phases are described and illustrated. Finally, the steps involved in the SSPM feedback process are presented. Appendices form the bulk of the report, including worksheets, forms, and survey instruments. (HB)

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ED219106

STUDENT SERVICES PLANNING MODEL
(SSPM)

Developed by
Ed Morse, Planning Associate
Virginia Community College System

In Cooperation with the
Deans of Student Services
of the VCCS

1982

This project was funded by a
grant under Title II of the Vocational
Education Amendments of 1976,
Public Law 94-482.

JC 820 361

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REFERENCES

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ASSUMPTIONS ABOUT SSPM

1. SSPM is a comprehensive methodology for strategic planning.

2. SSPM is a framework to guide management decision-making. It provides the tools to build a model for decision-making that is tailored to institutional circumstances and to an institution's management style.

3. SSPM provides a mechanism for all parties involved in making decisions to make appropriate contributions and to understand the various effects of each decision.

4. SSPM assists with an understanding of the gestalt of an institution and/or organizational unit. Decisions that are made can then be compared to the institution's mission, its management style, its financial posture, and its ability to absorb risk.

5. SSPM is a structure within which shared conversations and discussions can address the purpose and nature of Student Services in the community college, and generate directions for the future.

6. SSPM is designed to establish the position of Student Services within the institution at the right place and time to take advantage of a variety of possible future circumstances and opportunities.

7. SSPM is most effective when used to develop a program plan as part of an institution's broad strategic master plan.

8. SSPM employs an <u>adaptive</u> planning philosophy, that is to say, it is oriented toward creating a desired future rather toward eliminating past shortcomings. It employs <u>contingency</u> planning so that the organization can take advantage of opportunities once more is known about the future. In addition, it employs <u>responsive</u> planning so that the organization can respond expeditiously and effectively to unanticipated change.

SSPM User Guidelines

1. Staff involved in planning and using SSPM should be thoroughly oriented to the process and given clear direction as to their role and responsibility in the planning process.

2. The SSPM manual utilizes a systematic design to guide the user through a step-by-step process accompanied by descriptions of each step and references to planning worksheets and resource information.

3. The user of SSPM should select supporting information called for in the process model and include it in the appendices or reference it for easy access as the planning process proceeds.

4. Routine administrative/management activities should be considered in developing objectives and activities, and in allocating resources.

5. The user of SSPM should establish or strengthen relationships with internal and external planning resources, especially research and data processing personnel that serve the institution.

6. In view of the potential complexity of comprehensive planning and the interdependent relationships within institutions, planning activities should be carefully coordinated and articulated, especially with decision-making groups in the institution.

7. The worksheets and forms are optional aides in the use of SSPM. The user can choose to use them, modify them, or develop methods for information maintenance specifically tailored to existing and anticipated needs.

8. The user may want to use SSPM worksheets, forms, and other information as special purpose documents for inclusion in reports, day-to-day activities, or to meet periodic management information requirements.

9. It is recommended that the planning process be conducted annually in order to evaluate short-term goals and establish new ones for the next year, and to assess progress and continued relevance of mid- and long-range goals.

10. Form PM2 (Appendix J) can be used to request from the VCCS System Offices assistance with data and information.

INTRODUCTION

PLANNING IN THE EDUCATIONAL ENVIRONMENT

The Virginia Community College System experienced a rapid and constant growth during the mid-1960's and throughout the decade of the 1970's. The twenty-three colleges impacted higher education in Virginia by broadening access and opportunities through its educational programs and services. State government supported the need for resources to meet the public's demand for Virginia's newest member of the higher education community.

The decade of the 1980's is revealing a changing educational environment with new and evolving characteristics. Changes in societial trends and values are creating new challenges for community college education. In addition continous demographic, social and economic changes are altering the student population to be served.

However, the slowing of enrollment growth, limits and reductions on public funds for education, and rapidly increasing costs are creating a climate that calls for the careful planning and management of resources in order to effectively and efficiently provide for needed programs and services.

The pressure to make the best possible use of all resources has spurred a growing interest in an important component of institutional management---PLANNING. Planning is a process that has always been a part of management. It is a process which attempts to predetermine desired directions and provide a basis for sound management decision making. However, changes both evident and forecasted for the decade of the 1980's have called for a focus on planning as a formal, comprehensive activity that will guide an institution over a specific time period.

Van Ausdle (1980) describes comprehensive planning in the community college as a process that must:

1. Comprehend all elements of the college and its revelant evironment.
2. Reflect a multi-dimensional view with respect to both time and level.
3. Present both a long- and short-range perspective.
4. Be an integral part of a college operation at all levels, especially at the top.
5. Reflect both qualitative and quantitative concerns.

Henderson (1973) also describes the planning process by stating that every organizational level in the college should be involved with a step-by-step process that:

1. Assesses current and past conditions in the environment in which the college operates.

2. Assesses the needs of present and future clientele and the societal needs for which the college is responsible.

3. Defines goals and sets objectives based (in part) on needs assessment.

4. Determines and implements programs to achieve the objectives.

5. Assesses the progress toward achievement of objectives.

Finally, the plan itself, according to Van Ausdle (1980), should communicate:

1. The direction in which the college is going and why.

2. How it intends to get there.

3. The resources that will be required to reach its destination.

With this background in mind, the Student Services Planning Model (SSPM) was designed as a planning tool for community college student services. The model is based on the basic elements of comprehensive institutional planning, but focuses on specific areas germane to the student development/services component of the community college.

The project director wishes to express his appreciation to the VCCS Deans of Student Services, Presidents, and System Offices management for their support and assistance in the development of the SSPM. Also a special appreciation to Ms. Kathy Hodge and the System Offices Executive Support Center staff for their untiring help in typing and compiling much of the manual. It is hoped that the model will prove beneficial in meeting the planning needs of community colleges in the coming years.

Ed Morse
SSPM Project Director
Planning and Research Associate, VCCS
March 1982

FACTORS ENHANCING THE EFFECTIVENESS OF PLANNING

- Expressed Commitment by Top-Level Leadership
- Information-Based and Process Oriented
- Understanding of Mission, Aims, Goals
- Broad Participation
- Means for Evaluation of Performance and Outcomes
- Staff with Adequate Expertise in Planning
- Planning Resulting in Direction for the Future
- Planning Resulting in a Budget
- Coordination

Adapted from Two-Year College Institutional Planning, NCHEMS Seminar, March 1980.

PLANNING PROCESS ASSUMPTIONS

1. Planning is defined in its simplest form as a rational determination of where you want to go and how you are going to get there. It is primarily a program-based process.

2. Planning is a means of implementing organizational values, i.e., mission and purpose.

3. Mission and goals are the input for planning, developed within a set of environmental assumptions, as well as actual and potential organizational capabilities.

4. Planning must not be limited to quantifiable or measurable considerations. To be fully valuable, it must consider as many benefits and associated costs as possible.

5. Planning requires information about internal aspects of the organization, i.e., enrollment data, staffing requirements, program development, cost-benefit information, etc.

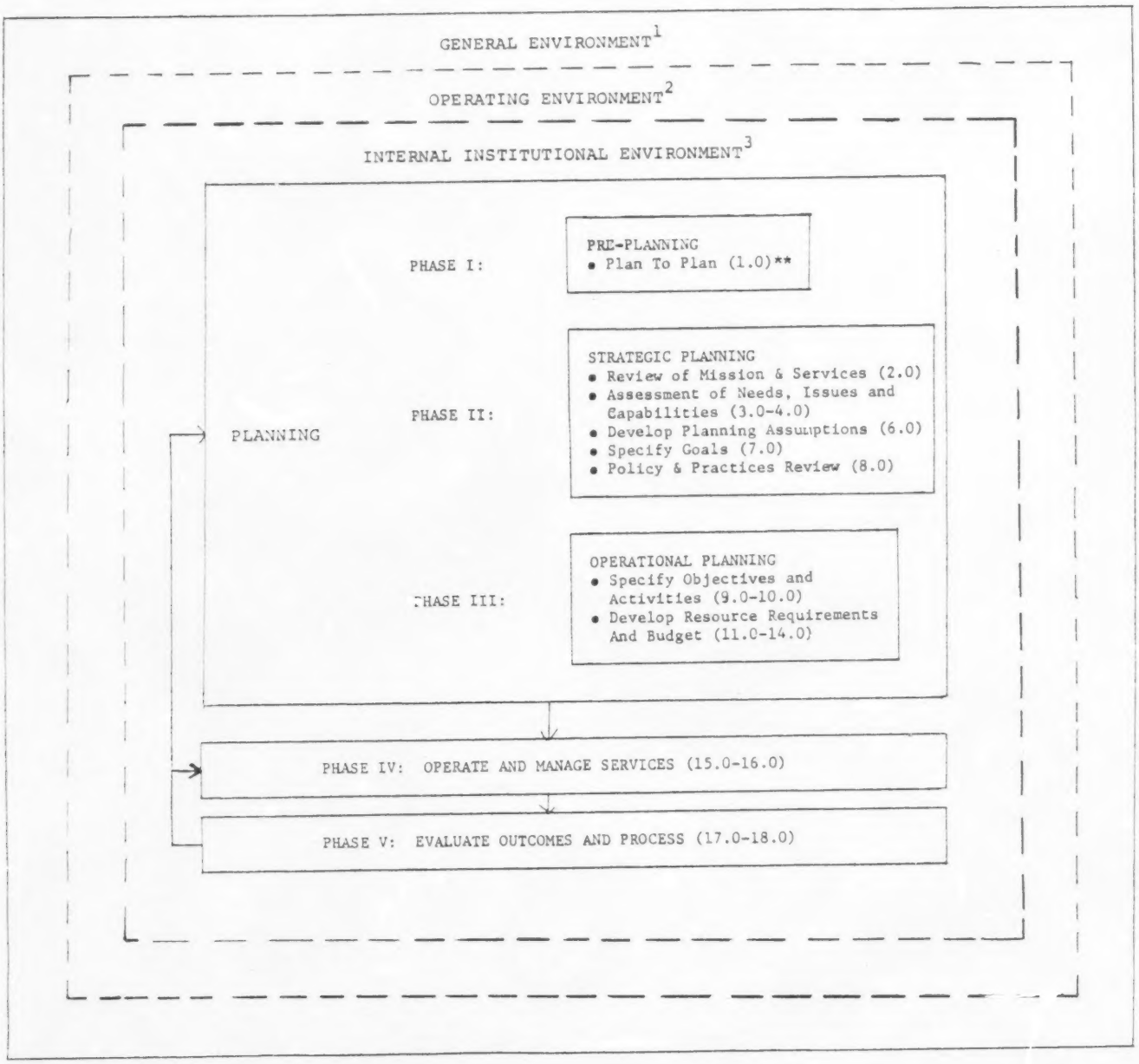
6. Planning also requires information external to the institution i.e., economic trends, governmental activities and politics, social conditions, labor force changes, etc.

7. Any planning process that seeks to establish priorities requires considerable time and energy from its participants. Therefore, an organization should expect to spend two to three years developing a fully operational program planning process and staff expertise.

March 82

SSPM PROCESS MODEL

COMMUNITY COLLEGE PLANNING ENVIRONMENT: ABBREVIATED SSPM MODEL*


GENERAL ENVIRONMENT[1]
OPERATING ENVIRONMENT[2]
INTERNAL INSTITUTIONAL ENVIRONMENT[3]
PLANNING
PHASE I:
PRE-PLANNING
• Plan To Plan (1.0)**
PHASE II:
STRATEGIC PLANNING
• Review of Mission & Services (2.0)
• Assessment of Needs, Issues and Capabilities (3.0-4.0)
• Develop Planning Assumptions (6.0)
• Specify Goals (7.0)
• Policy & Practices Review (8.0)
PHASE III:
OPERATIONAL PLANNING
• Specify Objectives and Activities (9.0-10.0)
• Develop Resource Requirements And Budget (11.0-14.0)
PHASE IV: OPERATE AND MANAGE SERVICES (15.0-16.0)
PHASE V: EVALUATE OUTCOMES AND PROCESS (17.0-18.0)

[1]General Environment - The social, political, economic, and technological factors having direct or indirect influence on the Virginia community colleges.

[2]Operating Environment - The State Board for Community Colleges, State Council for Higher Education in Virginia, coordinating/regulatory agencies, other state higher education institutions, and the public within the colleges' local service areas.

[3]Internal Institutional Environment - All elements within the college including its local board, faculty, staff, students, physical facilities, etc.

*Adapted from Comprehensive Institutional Planning in Two-Year Colleges. National Center for Research in Vocational Education, OSU, 1980.

**Numbers in parentheses reference steps in the comprehensive SSPM process (1982).

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Key: SS-Student Services

PHASE/STEP DESCRIPTIONS	EXAMPLES AND REFERENCES
1.0 Plan to Plan - A review of the history, organizational structure, and previous planning efforts of the institution. A determination of SS planning requirements (needs), existing planning policy and activity, and capability for conducting a planning process. Finally the Plan to Plan includes the establishment of responsibility for planning, a planning calendar, the selection or development of a planning process (phases and steps), and the training of staff, and coordination with other institutional planning activities.	Worksheet #1 VCCS Policy Manual: 5.46 9.10 Appendix A - Sample Planning Calendar - Institution Organizational Chart - SS Organizational Chart
2.0 Review of Mission and Services - A process wherein future directions are viewed in terms of SS's mission and services. Any need for change should be addressed.	Worksheet #2 Appendix B - VCCS Mission Statement - Institution/SS Mission Appendix C - Listing of VCCS Student Services
3.0 Assessment of External/Internal Environment - External: A systematic review, analysis or evaluation of information/data pertaining to societal trends, change in general, and more specifically trends in the state, region, and service area of the institution. Internal: A systematic review, analysis or evaluation of information/data pertaining directly to the specific institution and its SS component; that describes characteristics, trends and changes impacting on the institution and SS, with consideration of future implications.	Worksheet #3A - External Assessment Worksheet #3B - Internal Assessment Appendix D - Environment Model and Examples - Futures Determining Forces - Sample Issues
3.1 Status - Characteristics of the environment as perceived at the present time, as compared with the past, and projected forward to the future.	Appendix E - Sample of Needs Assessment Techniques and Instrumentation
3.2 Needs - Requirements, demands and needed changes evident in the environment.	Reference Institution and/or SS Annual Reports
3.3 Issues - Points of controversy or concern in the environment requiring resolution or specific impact/response.	
4.0 Assessment of Capabilities - Assessment of the current and potential state of affairs of the SS unit relative to its capability for providing student development services. Process should include the development of SS and institutional profiles utilizing information from 3.1, including budget/resources information, but focusing on current characteristics and attributes significant to an evaluation of institutional and SS capability for effectively responding to future demands from the external and internal environments.	Worksheet #4-Capabilities Assessment Appendix F - Institutional and SS Profile Information
5.0 Description on Page 2	

PHASE/STEP DESCRIPTIONS	EXAMPLES AND REFERENCES
5.0 Matching Process - Process of synthesizing 3.0 and 4.0 to produce a realistic view of the match between the characteristics and requirements of the total environment and the characteristics and capabilities of the institution and SS. The process provides a basis for generating meaningful planning assumptions (6.0) and a realistic basis for specifying goals (7.0).	Worksheet #5
6.0 Develop Planning Assumptions - The development of statements of future plausible conditions that provide a framework for planning and for judging alternative ideas. The planning assumptions should be reviewed and updated on a regularly scheduled basis to ensure their relevance as planning parameters. Assumptions should be derived for both the external and internal environments with a focus on SS.	Worksheet #6-SS Planning Assumptions Appendix G - VCCS Master Plan Assumptions - Institution Master Plan Assumptions Results from previous planning cycle evaluations provide a basis for developing current assumptions.
7.0 Specify Goals - The process of developing statements of desired future conditions that will contribute in general to the mission of the institution and specifically to SS. The goals provide a succinct description of WHAT SS plans to achieve during the planning period. One or more goals should be established for each student service i.e., counseling, admissions, etc.	Appendix H - Institution Master Plan Goals and Objectives - Sample SS Goals and Objectives
7.1 Continuing Goals - Goals that reflect on-going conditions and services desired by SS as a primary basis for carrying out its mission and role. Most continuing goals would change only if the mission or role would change.	Worksheet #7A - Continuing Goals
7.2 Special Goals - Goals developed to impact on a targeted service, need, or issue during a specific time frame within a planning period.	Worksheet #7B - Special Goals
7.21 Short-Range Goals - Annual.	
7.22 Mid-Range Goals - Next biennium period.	
7.23 Long-Range Goals - Two (2) biennia beyond next biennium period.	
8.0 Policy and Practices Review - A review and analysis of any policy or practice changes likely to occur as a result of establishing goals. Requirements for new or revised policy or procedures should emerge as a product of the process and supplement the planning process by providing management with information necessary to ensure that the institution's and SS's policies and practices will support the outcomes of planning.	Worksheet #8 - Recommendations for Policy or Practices Change

PHASE/STEP DESCRIPTIONS	EXAMPLES AND REFERENCES
9.0 Specify Objectives - Specific statements as to how the goals will be accomplished. Information on what, when, and with what evaluative criteria. Objectives can address problem-solving, enhancements, and innovative development. The level of detail or specificity is greatest with the short-range goals and usually less defined for mid- and long-range goals.	Worksheet #9 - SS Objectives Appendix H - Institution Master Plan Goals and Objectives - Sample SS Objectives Appendix J - Form PM1
10.0 Specify Activities - Description of activities to be used to carry out and accomplish the objectives from 9.0. Detail and specificity are most apparent for short- and mid-range goals and objectives.	Worksheet #10 - SS Activities Appendix J - Form PM1
11.0 Specify Resource Requirements - Identification of personnel, facilities, materials, and fiscal resources needed to implement activities. Note: focus on large dollar items, not minute detail.	Worksheet #11A - Resource Requirements Appendix H - Sample SS Activities
Develop Preliminary Budget(s) - Preparation of a preliminary budget(s) following institutional guidelines and procedures, that will indicate the financial requirements needed to implement activities. Preliminary budgets should include alternative and contingency information to indicate the best use of available funds.	Worksheet #11B - Preliminary SS Budget(s) Appendix I - Sample SS Budget Format - Current Institutional and SS Budget/Resource Information
12.0 Select Priority Objectives and Activities - Establish a priority ranking or priority categories for the objectives (9.0) and related activities (10.0). This step provides a basis for decision making if resource requirements are not met.	Worksheet #12 - Select Priority Objectives and Activities
13.0 Match Plans Against Available Resources - Analysis of requirements (11.0) relative to indicators of available resources.	Worksheet #13 - Plans vs. Resources Analysis Appendix I - Institutional Budget/ Resource Information (projected) Reference Worksheets #10 and #11 A/B
14.0 Finalize Budget - Completion of budget requests.	Worksheet #14 - Final SS Budget(s) Reference Worksheets #11A, #12 and #13
15.0 Operate Services - Implementation and management of services. Use of tracking or monitoring processes as appropriate to satisfy evaluation requirements.	Worksheet #15 - List Management Activities/Procedures for Monitoring Controlling, and Evaluating Services and Activities
16.0 Determine Outcomes - Measurement of results from the operation of services. Information feedback as to what actually occurred in carrying out objectives and activities.	Worksheet #16 - Outcomes Information

PHASE/STEP DESCRIPTIONS	EXAMPLES AND REFERENCES
17.0 Compare Planned and Actual Outcomes - Evaluation of services, and management/administrative activities as to their success in accomplishing SS goals and objectives. Review of both planned and unplanned outcomes. Demonstration of performance, quality and/or impact. Identification of major accomplishments within the planning period.	Worksheet #17 - Evaluation of Objectives and Activities Reference Worksheets #9, #10 and #16.
18.0 Evaluate Planning Process - Review of SS planning methodology to improve the next planning cycle. Answer question: How well did plans support day-to-day operational management decisions?	Worksheet #18 - Planning Process Changes

STUDENT SERVICES PLANNING MODEL*

Key: Process ——→
Feedback - - - - - →
SS - Student Services

PHASE I: PRE-PLANNING

PLAN TO PLAN
1.0

PHASE II: STRATEGIC PLANNING

REVIEW OF MISSION AND SERVICES
2.0

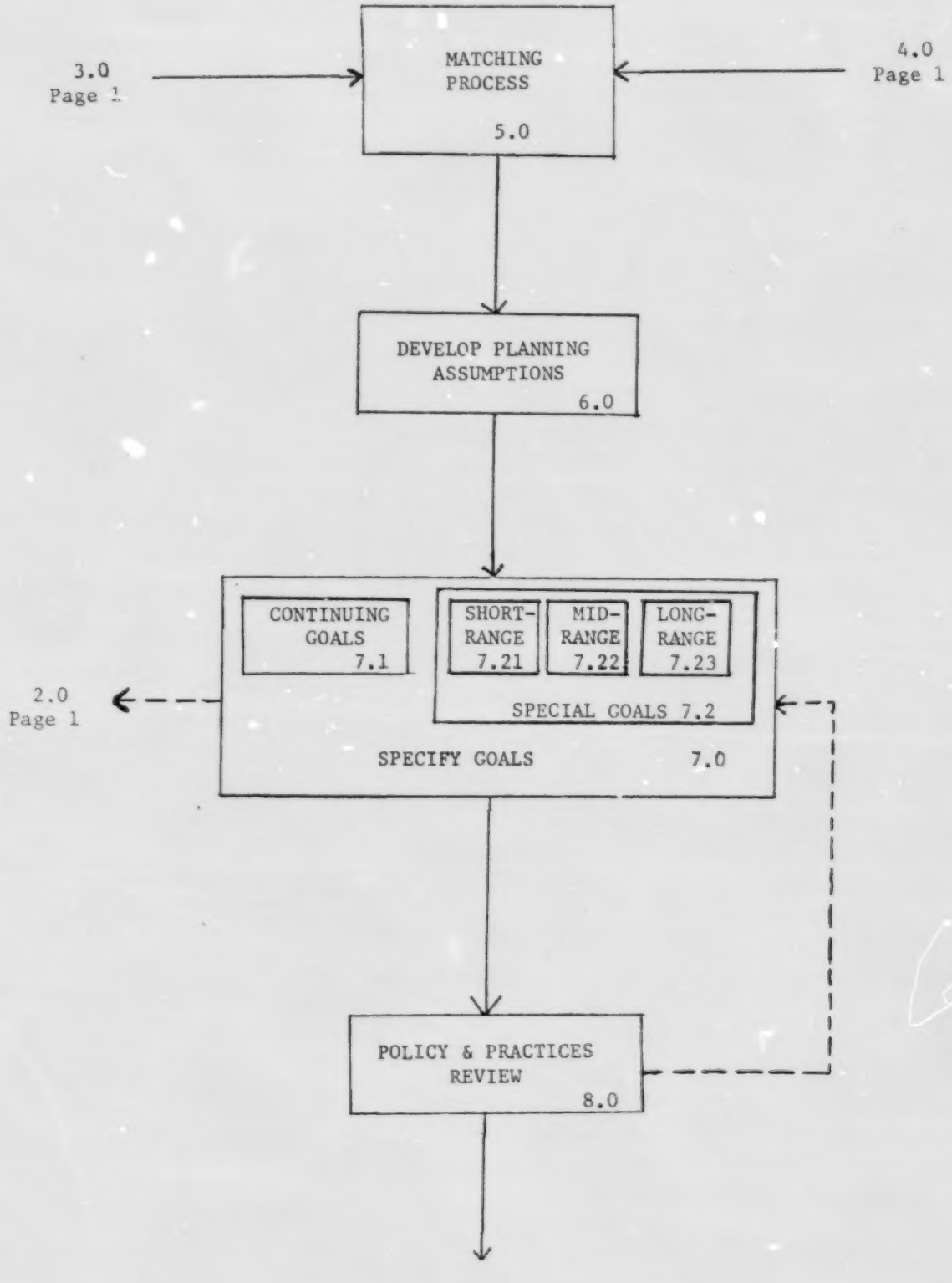
ASSESSMENT OF EXTERNAL/INTERNAL ENVIRONMENT
3.0

STATUS 3.1	NEEDS 3.2	ISSUES 3.3

ASSESSMENT OF VCCS/COLLEGE CAPABILITIES
4.0

5.0
Continued
Page 2

PHASE II: STRATEGIC PLANNING



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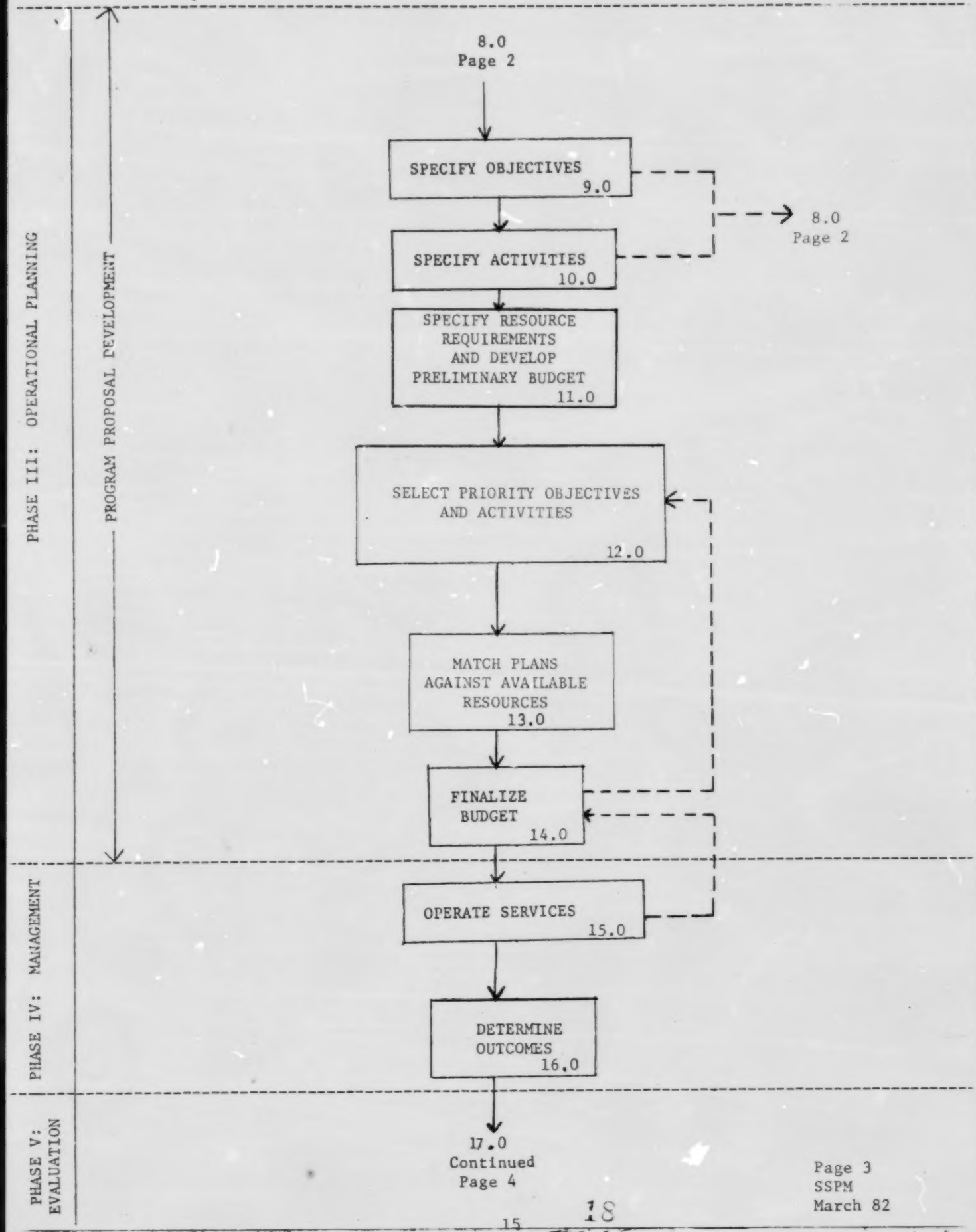
8.0
Page 2
SPECIFY OBJECTIVES
9.0
SPECIFY ACTIVITIES
10.0
8.0
Page 2
SPECIFY RESOURCE REQUIREMENTS AND DEVELOP PRELIMINARY BUDGET
11.0
SELECT PRIORITY OBJECTIVES AND ACTIVITIES
12.0
MATCH PLANS AGAINST AVAILABLE RESOURCES
13.0
FINALIZE BUDGET
14.0
OPERATE SERVICES
15.0
DETERMINE OUTCOMES
16.0
17.0
Continued
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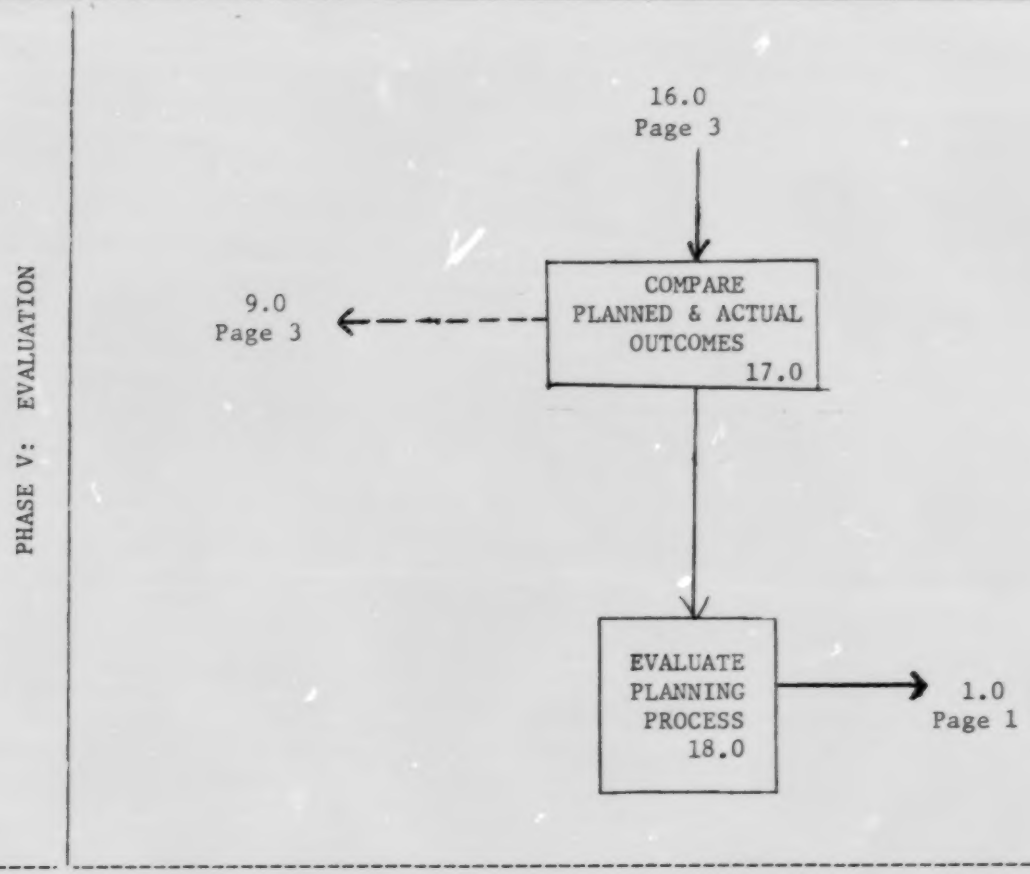
PHASE III: OPERATIONAL PLANNING
PROGRAM PROPOSAL DEVELOPMENT
PHASE IV: MANAGEMENT
PHASE V: EVALUATION



*Adapted from Comprehensive Institutional Planning in Two-Year Colleges (Volume II), the National Center for Research in Vocational Education, Ohio State University, 1980.

SSPM FEEDBACK PROCESS

INTRODUCTION:

The feedback process in SSPM identifies key process points where information, decisions, and/or activities are reviewed/tested against previous process step(s) to ensure congruence and continuity, and to allow for adjustments as needed. The potential exists for feedback from every step to a variety of other steps, thus creating a complex interaction that could be utilized if desirable. However, the SSPM identifies only key feedback points felt to be essential to ensuring the validity of the process sequence. Any other feedback deemed necessary by a specific user should be added to the SSPM process model when implemented by the user.

FEEDBACK STEPS:

7.0 to 2.0 - The student services unit should verify that all goals (7.0) are congruent with the mission and services as identified in 2.0. This provides a final check to ensure that directions established in the planning process are compatible with the overall mission, purposes and philosophy of the institution and the student services unit.

8.0 to 7.0 and 9.0/10.0 to 8.0 - The Policy and Practices Review (8.0) allows the student services unit to examine the implications, if any, for institutional policy and practices resulting from the specification of goals, objectives, and activities. Adjustments in goals, objectives, and activities may be required to maintain compliance with policy and practices, or proposals for changing policy and practices might occur in order to support needed planning outcomes.

14.0 to 12.0 - When a budget(s) for the most part is finalized, the resultant available resources need to be reviewed relative to priorities set in 12.0 that were based on a preliminary resource requirement analysis and a preliminary budget.

15.0 to 14.0 - During the operation and management phase (IV), an ongoing reference to the budget is essential to the monitoring of resource consumption/changes relative to projected requirements. This will hopefully facilitate the identification of necessary adjustments to ensure maximum effectiveness and efficiency in achieving desired planning outcomes.

17.0 to 9.0 - This evaluation step examines the objectives established in 9.0 and evaluates them against actual outcomes produced within the planning period.

18.0 to 1.0 - The objectives are evaluated in 17.0, and the planning process itself is evaluated in 18.0. The evaluations then lead to a new planning cycle beginning with Step 1.0 in the SSPM. It should be noted that the second and subsequent planning cycles should be considerably easier to develop and implement because of the experience, information and techniques developed and tested in the first iteration that can then be "recycled".

	STUDENT SERVICES PLANNING MODEL WORKSHEET KEY	WORKSHEET NUMBER	A
		DATE	B
		PAGE	C

TITLE D	SSPM REFERENCE F
PHASE E	STAFF/SERVICE AREA G

WORKSHEET KEY:

A - Worksheet Number - number assigned as a means of relating worksheet to SSPM process steps or for referencing worksheet in other planning documents.

B - Date - Day, month and/or year in a planning cycle when the worksheet information was developed.

C - Page - Consecutive numbering of worksheet pages dependent upon length of worksheet.

D - Title - Title of planning phase/step with which worksheet is associated or specific title given the worksheet.

E - Phase - Identification of phase or step in planning process with which worksheet information is associated.

F - SSPM Reference - Number or name that links worksheet with a specific step in the planning process.

G - Staff/Service Area - Person(s) and/or area, e.g. Office of Admissions responsible for the worksheet information and/or to which the information applies.

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	1
		DATE	
		PAGE	1

TITLE Plan to Plan	SSPM REFERENCE 1.0
PHASE I - Preplanning	STAFF/SERVICE AREA

SUMMARY OF RELEVANT FINDINGS FROM HISTORICAL REVIEW:

VCCS -

INSTITUTION -

STUDENT SERVICES -

IDENTIFICATION OF RESOURCES NEEDED TO CONDUCT PLANNING:

STAFF -

TIME -

MATERIALS -

SUPPORT SERVICES -

FACILITIES -

BUDGET -

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	1
		DATE	
		PAGE	2

TITLE Plan to Plan	SSPM REFERENCE 1.0
PHASE I - Preplanning	STAFF/SERVICE AREA

STAFF ASSIGNMENTS TO CONDUCT PLANNING:

REQUIREMENTS FOR STAFF TRAINING IN PLANNING:

PLANNING CALENDAR (from initiation of Step 1.0 to Step 14.0 which preceeds implementation) -
Insert after Worksheet #1. Include dates for initiation and completion of next planning cycle.

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	2
		DATE	
		PAGE	1

TITLE Review of Mission & Services	SSPM REFERENCE 2.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

CURRENT STATEMENT OF MISSION FOR STUDENT SERVICES:

REVISIONS:

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	2
		DATE	
		PAGE	2

TITLE Review of Mission & Services	SSPM REFERENCE 2.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

LISTING AND DESCRIPTION OF CURRENT SERVICES:

SERVICE	DESCRIPTION	PROPOSED CHANGES

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	3A
		DATE	
		PAGE	1

TITLE Assessment of External/Internal Environment	SSPM REFERENCE 3.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

EXTERNAL ASSESSMENT: Summarize, attach or reference data and information that describes trends, changes and forecasts in the general societal environment external to the institution. External environment includes State Board for Community Colleges, the System Offices and other VCCS colleges. Review the information in terms of the following categories.

3.1 STATUS -

3.2 NEEDS -

3.3 ISSUES -

IMPLICATIONS:

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	3B
		DATE	
		PAGE	1

TITLE	Assessment of External/Internal Environment	SSPM REFERENCE 3.0
PHASE	II - Strategic Planning	STAFF/SERVICE AREA

INTERNAL ASSESSMENT: Summarize, attach or reference data and information that describes trends, changes and forecasts within the institution and specifically for student services. Review the information in terms of the following categories:

3.1 STATUS -

3.2 NEEDS -

3.3 ISSUES -

IMPLICATIONS:

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	4
		DATE	
		PAGE	1

TITLE Assessment of Capabilities	SSPM REFERENCE 4.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

INSTITUTIONAL PROFILE: Include in Appendix F.

STUDENT SERVICES PROFILE: Assess capability for providing services by analyzing current and projected resource inventory:

PERSONNEL -

PROFESSIONAL STAFF

PARAPROFESSIONAL STAFF

CLERICAL/SUPPORT STAFF

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	4
		DATE	
		PAGE	2

TITLE Assessment of Capabilities	SSPM REFERENCE 4.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

WORK-STUDY/PEER HELPERS

GRADUATE INTERNS

VOLUNTEERS

STAFF HOURS AVAILABLE -

FACILITIES -

OFFICES

SERVICE CENTERS (off-campus)

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	4
		DATE	
		PAGE	3

TITLE Assessment of Capabilities	SSPM REFERENCE 4.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

SPECIAL PURPOSE AREAS (e.g. CAREER RESOURCE ROOM)

INSTRUCTIONAL CLASSROOMS

COMMUNITY FACILITIES

TELEPHONE ACCESS

STORAGE/RETRIEVAL EQUIPMENT (e.g. COMPUTER, FILES, MICROFICHE, ETC.)

PERSONNEL SPECIALIZED EXPERTISE - (e.g. DEGREES, CERTIFICATIONS, TRAINING, ETC.)

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	4
		DATE	
		PAGE	4

TITLE Assessment of Capabilities	SSPM REFERENCE 4.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

MATERIALS/EQUIPMENT SUPPORT -
(e.g. HARDCOPY REFERENCES, A-V, PSYCHOMETRICS, ETC.)

BUDGET (GENERAL OUTLINE) -

SALARIES

NONSALARY (OPERATIONAL)

GRANT/NONGENERAL FUND MONIES

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	5
		DATE	
		PAGE	1

TITLE Matching Process	SSPM REFERENCE 5.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

SUMMARY COMMENTS OR CONCLUSIONS:

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	6
		DATE	
		PAGE	1

TITLE Develop Planning Assumptions	SSPM REFERENCE 6.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

REFERENCE SSPM, 2.0, 3.0 and 4.0, AND INSTITUTIONAL AND VCCS PLANNING ASSUMPTIONS.

STUDENT SERVICES PLANNING ASSUMPTIONS:

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	7A
		DATE	
		PAGE	1

TITLE Specify Goals	SSPM REFERENCE 7.0 (7.1)
PHASE II - Strategic Planning	STAFF/SERVICE AREA

CONTINUING GOALS: (Reference Appendix B and Appendix H)

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	7B
		DATE	
		PAGE	1

TITLE Specify Goals	SSPM REFERENCE 7.0 (7.2)
PHASE II - Strategic Planning	STAFF/SERVICE AREA

SPECIAL GOALS: (specify service area and time frame for each goal)

SHORT-RANGE GOALS -

MID-RANGE GOALS -

LONG-RANGE GOALS -

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	8
		DATE	
		PAGE	1

TITLE Policy & Practices Review	SSPM REFERENCE 8.0
PHASE II - Strategic Planning	STAFF/SERVICE AREA

RECOMMENDATIONS FOR POLICY OR PRACTICES CHANGE: (identify source document of current policy or procedure/practice, and specify needed change)

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	9
		DATE	
		PAGE	1

TITLE Specify Objectives	SSPM REFERENCE 9.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

STUDENT SERVICES OBJECTIVES (objectives should be referenced/coded to match the specific short-, mid-, or long-range goals and the service area(s) with which they are associated.)

NOTE: Recommend use of Form PM1 (see Appendix J) for completion of information called for in Worksheets #9 and 10.

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	10
		DATE	
		PAGE	1

TITLE Specify Activities	SSPM REFERENCE 10.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

STUDENT SERVICES ACTIVITIES FOR CARRYING OUT OBJECTIVES (9.0):

NOTE: Recommend use of Form PM1 (see Appendix J) for completion of information called for in Worksheets 10 and 9.

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	11A
		DATE	
		PAGE	1

TITLE Specify Resource Requirements	SSPM REFERENCE 11.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

RESOURCE REQUIREMENTS (REFERENCE WORKSHEET #4):

PERSONNEL -

MATERIALS/EQUIPMENT -

FACILITIES -

OTHER -

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	11B
		DATE	
		PAGE	1

TITLE Develop Preliminary Budgets	SSPM REFERENCE 11.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

PRELIMINARY STUDENT SERVICES BUDGET(S): (budgets can be developed for a fiscal year, biennium or multiple biennia depending on planning needs):

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	12
		DATE	
		PAGE	1

TITLE Select Priority Objectives and Activities	SDSPM REFERENCE 12.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

Select Priority Objectives and Activities - Establish a priority ranking or priority categories for the objectives (9.0) and related activities (10.0). This step provides a basis for decision making if resource requirements are not met.

GOAL IDENTIFIER	OBJECTIVE	PRIORITY	ACTIVITY	PRIORITY

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	12
		DATE	
		PAGE	2

TITLE Select Priority Objectives and Activities	SDSPM REFERENCE 12.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

PRIORITY CONTINUED:

GOAL IDENTIFIER	OBJECTIVE	PRIORITY	ACTIVITY	PRIORITY

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	13
		DATE	
		PAGE	1

TITLE Match Plans Against Available Resources	SDSPM REFERENCE 13.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

REFERENCE WORKSHEETS #10, 11A and 12, and Appendix I

PLANS VS. RESOURCES ANALYSIS (indicate implications, in terms of resource availability, for the proposed objectives and activities; the impact on goals; and any necessary adjustments to final budgets.)

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	14
		DATE	
		PAGE	1

TITLE Finalize Budget	SSPM REFERENCE 14.0
PHASE III - Operational Planning	STAFF/SERVICE AREA

REFERENCE WORKSHEET #11B - PRELIMINARY BUDGET.

FINAL STUDENT SERVICES BUDGET(S):

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	15
		DATE	
		PAGE	1

TITLE Operate Services	SSPM REFERENCE 15.0
PHASE IV - Management	STAFF/SERVICE AREA

LIST MANAGEMENT ACTIVITIES/PROCEDURES FOR MONITORING, CONTROLLING AND EVALUATING SERVICES: (Example: Working Calendar)

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	16
		DATE	
		PAGE	1

TITLE Determine Outcomes	SSPM REFERENCE 16.0
PHASE IV - Management	STAFF/SERVICE AREA

INDICATE OR REFERENCE INFORMATION THAT WILL DESCRIBE THE OUTCOMES OF SPECIFIC OBJECTIVES AND ASSOCIATED ACTIVITIES.

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	17
		DATE	
		PAGE	1

TITLE Compare Planned and Actual Outcomes	SSPM. REFERENCE 17.0
PHASE V - Evaluation	STAFF/SERVICE AREA

REFERENCE WORKSHEETS #9, 10 and 16.

PROVIDE EVALUATION SUMMARY FOR EACH OBJECTIVE AND ITS ASSOCIATED ACTIVITIES UNDERTAKEN DURING THE PLANNING PERIOD: (Note - evaluations should be conducted annually to assess outcomes of short-range goals and measure progress on mid- and long-range goals)

	STUDENT SERVICES PLANNING MODEL	WORKSHEET NUMBER	18
		DATE	
		PAGE	1

TITLE Evaluate Planning Process	SSPM REFERENCE 18.0
PHASE V - Evaluation	STAFF/SERVICE AREA

REFERENCE SSPM 1.0 - 18.0

CHANGES IN PLANNING PROCESS TO BE IMPLEMENTED IN NEXT PLANNING PERIOD (_____ to _____):

SSPM: FORM PM1

GOAL IDENTIFIER: _____

GOAL STATEMENT:

INTENT:

ASSUMPTIONS:

OBJECTIVE #_____ PRIORITY _____ INITIATION DATE _____

RESPONSIBILITY _____ COMPLETION DATE _____

STATEMENT:

ASSUMPTIONS:

SUGGESTED IMPLEMENTATION ACTIVITIES:

EVALUATION MEASURES:

PLANNING LINKAGES:

OBJECTIVE #_____ PRIORITY _____ INITIATION DATE _____

RESPONSIBILITY _____ COMPLETION DATE _____

STATEMENT:

ASSUMPTIONS:

-----continue----

GENERAL LISTING OF COMMUNITY COLLEGE STUDENT SERVICES*
(VIRGINIA COMMUNITY COLLEGE SYSTEM)

Counseling - Educational, Personal and Career

Career development

Appraisal services - testing and evaluation

Curricular program placement

Registration for courses

Special programs - disabled, disadvantaged, etc.

Admissions

Student records

Transfer articulation

Orientation programs

Financial aid

Job placement services

Veterans activities

Student activities/intramural activities

Alumni activities

International student activities

Health services

Student discipline

Student grievances

Tutorial programs

Student research

Graduation/commencement activities

Staff development and inservice training for other areas of college and community

Liaison with faculty, colleagues, administration and community

*Individual colleges may vary in the type of services they provide and may use different names for the services than those indicated on the listing.

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STUDENT SERVICES PLANNING MODEL

Definition of Terms

ACTIVITY - A specific project or action undertaken to achieve goals and objectives by expending resources over some specific period of time.

EVALUATION - Both a judgement on the worth or impact of program/service, procedure, or individual, and the process whereby that judgement is made (Dressel, 1976). Evaluation may involve some or all of the following:

1. Identifying and examining the values inherent in the program/service, policy, or procedure to be evaluated.

2. Determining the criteria for measuring success.

3. Defining, obtaining, analyzing, and interpreting data and other information.

4. Determining and explaining the extent of success and failure.

5. Indicating the relationships between experiences during the program and the outcomes of the program.

6. Identifying unplanned and undesirable (side) effects.

7. Determining the impact of the program/service and the impact of external, uncontrolled variables.

8. Recommending the modification, replacement, or discontinuance of the program/service or of individual features of the program/service.

9. Setting up a continuing review of program/service results.

10. Assessing the value, benefits, or social utility of the program/service, goals, objectives, and practices, and of the evaluation, process itself.

FUNCTION - Task or responsibility expected of an organizational unit or member of that unit.

GOAL - A statement reflecting conditions sought in pursuit of the mission and values of an organization.

MANAGEMENT - The supervision, guidance, and control of action required to carry out functions, activities and services.

MASTER PLANNING - Process conducted to gather information about past, present, and future conditions and needs in order to develop goals and action plans for future directions. It is the broad-based planning process that establishes the parameters for more detailed operational planning.

MISSION - The enduring purpose or aspirations associated with a particular organization or organizational unit. It describes only the most general focus or direction.

OBJECTIVE - Definitive subset of a goal describing a specific end to be achieved, and usually stating measurable outcomes.

OPERATIONAL PLANNING - Establishment of objectives and activities towards achieving an organization's goals.

PLANNING - Process concerned with making timely, rational, and systematic decisions to allocate resources in order to achieve future goals, and the evaluation of the results of these decisions.

PLANNING PERIOD - A time frame in terms of days, months, and/or years that delimits the period for which a plan is applicable.

POLICY - A governing principle pertaining to goals or methods, usually developed and approved for uniform application within an organization.

PRACTICE - The repeated or customary way of performing an activity or carrying out a function.

PROGRAM PROPOSAL - The initial plan proposed by a State agency, institution, or division/department, which provides a program/services justification and a preliminary forecast of resources requirements (funds, personnel, and facilities) for a specified number of bienniums.

STRATEGIC PLANNING - Major assessment of external and internal environments, and the subsequent establishment of assumptions, goals, and policies in response to environmental conditions and forecasts.

STUDENT SERVICES - A set of activities and functions designed and organized to meet specific student development needs and administrative requirements.

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STUDENT SERVICES PLANNING MODEL

Abbreviations

DPB - Department of Planning and Budget

SCHEV - State Council of Higher Education for Virginia

SS - Student Services

SSPM - Student Services Planning Model

VCCS - Virginia Community College System

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